

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**Health and Physical Education**

**5th-8th Grade  
Health**

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# Curriculum Writing Committee

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## **Course Philosophy**

Our mission is to help our students grow and achieve a healthy balanced lifestyle; physically, mentally, emotionally, culturally, vocationally, and spiritually. We also strive for our students to learn important life skills, such as; decision making, achieving a positive mindset, changing negative health behaviors, and understanding how our bodies grow and function. Throughout their years at Pond Road Middle School they will be introduced to all the units below that cover a wide array of life skills to help them succeed in their future.

## **Course Description**

The 5th-8th grade Health courses provide the students with the information provided by the NJCCCS. Students have the opportunity to become healthy individuals by improving knowledge and skills within the curriculum and being engaged through active learning. Students will engage in a variety of learning through personal growth development, nutrition, safety, social and emotional health, character development, and alcohol and drugs.

## Integration of 21st Century Themes and Skills

### Educational Technology

#### Standards:

- **8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

- **A. Technology Operations and Concepts:** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability

**Example:** Students will create a Google Doc & Google Slides to represent their family dynamics during the lesson on Relationships.

**Example:** Students will develop a personalized workout plan for themselves as well as workout programs for others to use.

**Example:** Students will create an anti-Tobacco Slogan in Google Slides or Docs.

- **E. Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

**Example:** Students will develop an App that will provide the user with the ability to achieve Wellness. They will collect information from the internet and share the information with their peers via Google Doc.

**Example:** Students will create a clean eating Restaurant Menu on google slides gathering information via the internet and share it with their peers who will critique and evaluate the nutritional value.

**Example:** Students will create a Healthy/Unhealthy meal choice from a restaurant and gather all the nutritional data from each choice.

**Example:** Students will use the internet to gather information and statistics on bullying. They will then use that information to create chart/document/slide compiling their data.

- **F. Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Example:** Students will collaboratively develop answers to a set of questions that relate to family scenarios. They will read the scenarios and make an informed decision using their coping skills to help the family. They are then to share their work via Google Doc and submit.

**Example:** Students will gather information on marijuana and vaping usage in middle school and create a document analyzing the data on the mental, social, and physical side effects of the drugs.

**Example:** Students will think about what side of the triangle they struggle on and discuss with a student how they can improve that area.

**Example:** Students will create an online survey on bullying and negative behavior that they will share with the students at Pond Road middle school. They will use the data to critique the best solutions to solving bullying and negative behaviors in our school.

## Career Ready Practices

### Standards: (CRP1, CRP2, CRP3, & CRP5)

**CRP1.** Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

**CRP2.** Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

**Example:** Students will demonstrate this skill by utilizing the data received from their research on bullying and apply to real life situations at school. This can be done through role playing, small group discussion and group class discussions.

**CRP3.** Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**Example:** Students will demonstrate through group discussions and partner shares lessons based on fitness, drugs, and nutrition.

**CRP5.** Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**Example:** Students will demonstrate positive decision making through role playing, sharing, and fishbowl activities.

### Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our

students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, “We are currently preparing students for jobs that don’t yet exist . . . using technologies that haven’t been invented . . . in order to solve problems we don’t even know are problems yet.” Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

### Interdisciplinary Connections

**RI.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Example:** collecting and analyzing data on nutritional facts, bullying, safety, gender/racial equality, alcohol/tobacco and drugs.

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Example:** Through group work reading articles on a variety of topics then discussion, students will make relevant connections.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Example:** Students will read literature on drug prevention and drug use amongst middle school students and use this knowledge in essay writing and in group, class, partner shares.

**Example:** Students will read articles, literature, journals on fitness, exercise and the circulatory system. Students will use this information and write an essay on how all three components are correlated.

**MS-LS1-3.** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Example:** Students will learn how the circulatory, digestive, reproductive, etc. function and how they work together to form the human body.

### General Differentiated Instruction Strategies

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| <ul style="list-style-type: none"> <li>• Leveled texts</li> <li>• Chunking texts</li> <li>• Choice board</li> <li>• Socratic Seminar</li> <li>• Tiered Instruction</li> <li>• Small group instruction</li> <li>• Guided Reading</li> <li>• Sentence starters/frames</li> <li>• Writing scaffolds</li> <li>• Tangible items/pictures</li> <li>• Adjust length of assignment</li> </ul> | <ul style="list-style-type: none"> <li>• Repeat, reword directions</li> <li>• Brain breaks and movement breaks</li> <li>• Brief and concrete directions</li> <li>• Checklists for tasks</li> <li>• Graphic organizers</li> <li>• Assistive technology (spell check, voice to type)</li> <li>• Study guides</li> <li>• Tiered learning stations</li> <li>• Tiered questioning</li> <li>• Data-driven student partnerships</li> <li>• Extra time</li> </ul> |
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### Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>



Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.

- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## Robbinsville Public Schools

### Curriculum Map Health 5-8

Relevant Standards	Standards Unpacked Skill / Concept / Process	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
2.1 Wellness  A. Personal growth and Development  B. Nutrition  C. Disease and Health Conditions  D. Safety  E. Social and Emotional Health	A 1. Dimensions of Wellness 2. Circulatory System 3. Digestive System 4. Respiratory System 5. Reproductive system 6. Adolescence growth  B. 1. My plate 2. Clean eating 3. Nutrients  C. 1. Detection & Treatment of Diseases 2. Compare and Contrast Mental Illnesses & Treatment 3. Eating Disorders	A. Staying healthy is a lifelong process that includes all dimensions of wellness.  Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly  B. Eating patterns are influenced by a variety of factors.  C. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.  D. Applying first-aid procedures can minimize injury and save lives.	A. 1. How do the advancements in technology help us improve and maintain our personal health? 2. What can influence our hygiene practices and how can that impact our social health? 3. How can understanding each life stage help us better understand growth during adolescence? 4. What health promotion concepts and skills are necessary to support a healthy, active lifestyle?  B. 1. How can what I eat daily affect my overhealth physically, mentally, and socially? 2. Why is important to eat a variety of foods?	A. 2-3 Classes per grade level B. 2-3 Classes per grade level C. 1-2 Classes per grade level D. 1-2 Classes per grade level E. 1-2 Classes per grade level

	<p>4. STDs &amp; HIV/AIDS Diagnosis and Treatment</p> <p>D.</p> <ol style="list-style-type: none"> <li>1. Aware of your surroundings at home and while traveling</li> <li>2. First Aid and Choking</li> </ol> <p>E.</p> <ol style="list-style-type: none"> <li>1. Conflict Resolution</li> <li>2. Communications and coping skills with change, crisis, rejection, loss and separation</li> </ol>	<p>E. Social and Emotional development impacts all components of wellness.</p>	<ol style="list-style-type: none"> <li>3. How can eating healthy help you maintain your weight?</li> <li>4. Why do you need to have the nutrients in your diet every day?</li> <li>5. What influences your food choices on a daily basis?</li> </ol> <p>C.</p> <ol style="list-style-type: none"> <li>1. What behaviors will reduce my risk of disease?</li> <li>2. How can one prevent and minimize the risk of infection of STI or HIV/AIDS?</li> <li>3. Why would one want to be made aware of the common U.S. diseases and health conditions?</li> </ol> <p>D.</p> <ol style="list-style-type: none"> <li>1. How can I respond in an emergency situation?</li> <li>2. What are the basic steps of first aid I should follow?</li> <li>3. How can knowing the basic steps of first aid and CPR help myself, family &amp; community?</li> </ol> <p>E.</p> <ol style="list-style-type: none"> <li>1. How do I show respect for everyone? How do I handle conflicts?</li> <li>2. How does eating healthy and exercising help promote a lifelong healthy diet?</li> </ol>	
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			3. How can believing in yourself help you become successful in life? 4. How can learning how to communicate effectively help you show your emotions in your life? 5. How can learning how to handle stress help you for your future?	
2.2 Integrated Skills  A. Interpersonal Communication  B. Decision Making and Goal Setting  C. Character Development  D. Advocacy and Services	A. 1. Sexual Content 2. Conflict resolution 3. Peer Pressure B. 1. Decision making 2. Personal goals C. 1. Gender/racial equality 2. Bullying 3. Respect/empathy of others D. 1. Community Awareness	A. Social and emotional development impacts all components of wellness. B. Understanding how to solve problems respectfully and effectively will help interpersonal relationships.  C. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations. D. Learning your environment and helping your community will lead to a positive relationship.	A. 1. What does peer pressure look like? 2. What is conflict resolution?  B. 1. What are the 6 steps in decision making? 2. What are my long term and short term goals? 3. How can the steps in decision making skills help you on social media?  C. 1. What skill are needed to cope with bullying, loss and depression? 2. What does a responsible friend, girlfriend, boyfriend, family member look like? 3. How does having good character translate to adjusting to difficult situations in healthful ways?	A. 1-2 Classes per grade level B. 1-2 Classes per grade level C. 1-2 Classes per grade level D. 1 Class per grade level

			<p>4. How can a strong character help you when you are being bullied on social media?</p> <p>D.</p> <p>1. How can maintaining community awareness and volunteering improve your character?</p>	
<p>2.3 Drugs and Medicine</p> <p>A.Medicines</p> <p>B. Alcohol, tobacco, and other drugs</p> <p>C.Dependency/Addiction, and treatment</p>	<p>A.</p> <p>1. What the difference between OTC and prescription drugs</p> <p>2. Short and Long term effects on OTC drugs</p> <p>B.</p> <p>1. Short and Long term effects from tobacco products</p> <p>2. Second Hand Smoke from tobacco and environmental</p> <p>3. Use and Abuse of Alcohol</p> <p>4. Signs and Symptoms of Inhalant Abuse</p> <p>5. Decision making while on Alcohol</p> <p>6. Discussing injected drugs increasing risk of HIV</p> <p>C.</p> <p>1. Understand between drug use, misuse, and abuse</p> <p>2. Dependency/Addiction</p>	<p>A. Medicines come in various forms (over the counter, prescriptions, medical supplements) are used for various reasons, and should be taken as directed in order to be safe and effective.</p> <p>B. Both legal and illegal drugs can impact individuals in devastating ways. There is a strong correlation between people who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>C. Abuse/addiction and dependency can happen to anyone.</p>	<p>A.</p> <p>1. Which drug has the biggest impact on your life?</p> <p>2. How does knowing the difference about OTC and prescription drugs help you in your everyday life?</p> <p>3. How are drugs different than medicines?</p> <p>B.</p> <p>1. Does alcohol abuse affect only certain individuals?</p> <p>2. Which drug has the biggest impact on your life?</p> <p>C.</p> <p>1. Are there effective treatments for drug addiction?</p>	<p>1. 1 Class per grade level</p> <p>2. 2 Classes per grade level</p> <p>3. 1 Class per grade level</p>

	3. Various factors that contribute to drug use/abuse			
2.4 Human Relationships and Sexuality  A. Relationships  B. Sexuality  C. Pregnancy and Parenting	A. <ol style="list-style-type: none"> <li>1. Family Dynamics &amp; Experiences</li> <li>2. Safe Dating &amp; Relationships</li> <li>3. Differentiate between love, affection, commitment &amp; sexual attraction.</li> <li>4. Prevention strategies for violent relationships</li> </ol> B. <ol style="list-style-type: none"> <li>1. Strategies to remain abstinent</li> <li>2. Explain importance of healthcare procedures</li> <li>3. Relate behaviors to increase your risks of STIs/HIV &amp; unintended pregnancy.</li> <li>4. Compare and contrast methods of contraception</li> <li>5. Physical, social emotional changes during puberty.</li> </ol> C. <ol style="list-style-type: none"> <li>1. Physiological process of how pregnancy occurs</li> </ol>	A. Healthy relationships require mutual respect and commitment. B. Most physical, emotional, and mentally changes occur during adolescence. One's actions regarding sexual behavior \ affect others as well as themselves. C. Knowing the stages of pregnancy and how the fetus develops will help with gaining a knowledge of how to care for the baby properly.	A. <ol style="list-style-type: none"> <li>1. Why and how do relationships change and evolve?</li> <li>2. What is safe dating and what does a healthy relationship look like?</li> </ol> B. <ol style="list-style-type: none"> <li>1. How can you show respect for others of different sexual orientation, culture or sexual preference?</li> <li>2. How can ones actions regarding sexual behavior impact their health of themselves and others?</li> <li>3. What is the difference between male and female growth patterns during puberty?</li> <li>4. What are the benefits of sexual abstinence and how can that impact your future?</li> <li>5. How can one resist pressures to become sexually active?</li> <li>6. What are the risks involved with become sexually active and how can it impact my future?</li> </ol> C.	A. 2 Classes per grade level B. 1-2 Classes per grade level C. 1-2 Classes per grade level

	<ol style="list-style-type: none"> <li>2. Signs and Symptoms of pregnancy &amp; how one would confirm pregnancy</li> <li>3. Predict challenges of an adolescent parent at a young age.</li> <li>4. Short-term &amp; Long-term impact of teen pregnancy</li> </ol>		<ol style="list-style-type: none"> <li>1. What is the physiological process of how pregnancy occurs?</li> <li>2. How is pregnancy &amp; parenting different if one is a adult versus an adolescent?</li> <li>3. What are the challenges associated with teen pregnancy and how will it change one's future?</li> </ol>	
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**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**Health 5-8**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Personal Growth & Development 6th & 8th	Staying healthy is a lifelong process that includes all dimensions of wellness. Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2-3 Classes for each grade level assigned.	BR IN's Pre-assessment	Technology and Your Health App Project Group Checklist	Technology Rubric BR Out/Exit slip Peer Evaluation Quiz 3-2-1
Nutrition 5th&7th	Eating patterns are influenced by a variety of factors. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.	2-3 Classes for each grade level assigned.	Pre-assessment BR IN's	Assignment: My plate activity, Restaurant Clean eating menu, Vitamin google slides	BR Out/Exit slip Quiz

Diseases & Health Conditions 6th, 7th & 8th	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. Students will understand different diseases and conditions and how their decision and actions can affect their health.	1-2 Classes for each grade level assigned.	Pre-assessment BR IN's Think Pair Share	Brochure Articles/Current Events Essay	BR Out/Exit slip Quiz
Safety 5th & 7th	Applying first-aid procedures can minimize injury and save lives. Students will understand and demonstrate first aid procedures.	1-2 Classes for each grade level assigned.	Pre-assessment B.R. IN's	Peer Checklist Hands on learning	BR Out/Exit slip
Social Emotional Health 5th-8th	Social and emotional development impacts all components of wellness. Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations.	1-2 Classes for each grade level assigned.	Pre-assessment BR IN's Turn and Talk	Open Ended Questions Essay Reflection on Speech	BR Out/Exit slip
Interpersonal Communication 8th	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	1 Class for each grade level assigned.	Pre-assessment BR IN's	Relationship Worksheet Partner discussions	BR Out/Exit slip
Decision Making & Goal Setting 5th and 7th	Understanding how to solve problems respectfully and effectively will help interpersonal relationships. Students will utilize the 6 steps decision making process and understand that all decisions may have both negative and positive consequences.	1-2 Classes for each grade level assigned.	BR IN's	Role Plays Fish bowl	Self-assessment Peer-assessment 3-2-1
Character Development 6th and 8th	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying/social media, abuse, sportsmanship, support, disrespect, and violence. (6th) Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. (8th)	1-2 Classes for each grade level assigned.	BR IN's Turn & Talk	Small group discussion Large class discussion Peer Checklist Self assessment	BR Out/Exit slip



Advocacy Services 5th-8th	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	1 Class for each grade level assigned.	BR IN's	Small /Large group discussion	BR Out/Exit slip
Health Services & Information 6th and 8th	Identify and evaluate health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.. Student will be able to communicate health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	1-2 Classes for each grade level assigned.	BR IN's Think Pair Share	Role Play Fish Bowl Small/Large Class discussion	BR Out/Exit slip
Medicines 5th and 7th	Distinguish between over-the-counter and prescription medicines., plus the abuse of them in adolescents and adults. Students will be able to understand the health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	1 Class for each grade level assigned.	BR IN's	Small/Large class discussion Internet research	BR Out/Exit slip 3-2-1
Alcohol, Drugs & Tobacco 5th and 7th	Medicines come in various forms (over the counter, prescriptions, medical supplements) are used for various reasons, and should be taken as directed in order to be safe and effective. Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	2 Classes for each grade level assigned.	BR IN's	Slogans Small/Large discussion Information google slides Internet Research	BR Out/Exit slip
Dependency Addiction & Treatment 5th and 7th	Identify, summarize, and evaluate the signs and symptoms of a substance abuse ,problem and the stages that lead to dependency/addiction. Students will understand substance abuse is caused by a variety of factors.	1 Class for each grade level assigned.	BR IN's	Internet Research Small/Large class discussion	BR Out/Exit slip
Relationships 8th	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2 Classes for each grade level assigned.	BR IN's Think Pair Share	Relationship Worksheet Safe Dating Activity	BR Out/Exit slip
Sexuality 8th	Responsible actions regarding sexual behavior impact the health of oneself and others. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. Early detection strategies assist in the prevention and treatment of illness or disease.	1-2 Classes for each grade level assigned.	BR IN's Think Pair Share	Guided Imagery Activity Discussion Questions Turn & Talk	BR Out/Exit slip 3-2-1 Essay Writing

Pregnancy & Parenting 6th and 8th	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother. (6th) Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood (6th) Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others. (8th)	1-2 Classes for each grade level assigned.	Pre-assessment BR IN's Think Pair Share	Partner activities Chronological order activity Discussion questions	BR Out/Exit slip Quiz
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**Robbinsville Public Schools**  
**Unit #1: Personal Growth & Development**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will identify and describe the personal growth changes during adolescence, personal hygiene practices and the life stages.</li> <li>Students will relate advancements in technology to maintain and improving personal health.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does the advancements in technology help us improve and maintain our personal health?</li> <li>What can influence our hygiene practices and how can that impact our social health?</li> <li>How can understanding each life stage help us better understand growth during adolescence?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6th	2.1.6.A1, 2.1.6.A.2. 2.1.6.A.3 Nature vs. Nurture What is a value? What are good personal hygiene practices?	Values Genes/Hereditry/Environment Life Stages Personal Hygiene during adolescence	Large class discussion Small group share	PowerPoint Health Textbook	Essay Peer Checklists during group shares Bell Ringers
8th	2.1.8.A.1-2.1.8.A.4 How can technology hinder our personal health? Why does one need to understand personal hygiene practices during adolescence?	Advances in Technology Personal Hygiene during adolescence	PowerPoint lead group discussion Small Group Project	<a href="http://www.mayoclinic.org">www.mayoclinic.org</a> PowerPoint <a href="http://www.cdc.gov">www.cdc.gov</a>	Technology App Project Rubric Peer and Self Checklist Bell Ringers

	How does technology help us improve and maintain our personal health?			
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### Robbinsville Public Schools

#### Unit #2: Nutrition

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will determine factors that influence food choices and eating patterns.</li> <li>Students will compare and contrast nutritional information on similar food products in order to make informed choices.</li> <li>Students will identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>Why is important to eat a variety of foods?</li> <li>How can eating healthy help you maintain your weight?</li> <li>Why do you need to have the nutrients in your diet every day?</li> <li>What influences your food choices on a daily basis?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th	2.1.6.B.1, 2.1.6.B.2, 2.1.6.B.3, 2.1.6.B.4 How does creating a balanced meal help with maintaining your energy level?	My Plate Nutritional Labels Sugars in Drinks Vitamins	Active Learning Small group work Partner groups Experiments Class Discussion PowerPoint and Integrating Technology	My plate guide PowerPoints	Myplate Google Slides Healthy/Unhealthy Restaurant Choice Bell Ringers
7th	2.1.8.B.1, 2.1.8.B.2, 2.1.8.B.3, 2.1.8.B.4 How does eating properly correlate with your circulatory system? Why is it important to look at nutritional labels?	My Plate Clean Eating Nutrients/Vitamins/Minerals Impact on Circulatory System	PowerPoint and Integrating Technology Class discussion Partner discussion Group work	<a href="http://www.myplate.gov">www.myplate.gov</a> PowerPoints	Clean eating Restaurant menu Nutrient Google Slide Bell Ringers

### Robbinsville Public Schools

#### Unit #3: Diseases & Health Conditions

<b>Enduring Understandings:</b>	<b>Essential Questions</b>
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<ul style="list-style-type: none"> <li>Students will identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>Students will compare and contrast different mental illnesses and the effects they have on one physically, emotionally &amp; socially.</li> <li>Students will evaluate and identify methods to diagnose and treat health conditions that are common in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>What behaviors will reduce my risk of disease?</li> <li>How can one prevent and minimize the risk of infection of STI or HIV/AIDS?</li> <li>Why would one want to be made aware of the common U.S. diseases and health conditions?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6th	2.1.6.C.1, 2.1.6.C.2, 2.1.6.C.3 What are the disorders associated with the endocrine system? How can we properly care for our body during adolescence to keep us strong?	Disorders associated with adolescence and the endocrine system	Large group discussions Cooperative Learning	Diagrams Charts PowerPoints	Peer assessments Self checklist Essays Large group discussion reflection sheet Bell Ringers
7th	2.1.8.C.2, 2.1.8.C.3 What are the different eating disorders? Why are teens more likely to suffer from eating disorders? How can we prevent and treat eating disorders?	Eating Disorders Anorexia Nervosa Bulimia Binge-eating Resources for help	Current Events articles- Class discussion Guest speakers/Real life stories-partner shares PowerPoint and Integrating Technology	Current event articles PowerPoints	Current event essay Research projects Bell Ringers
8th	2.1.8.C.1 What is the best method to protect oneself from STDs? What are universal precautions?	STI's HIV/AIDS HPV Breast Cancer Testicular Cancer	Graphic Organizer PowerPoint and Integrating Technology Peer discussion	Diagrams PowerPoints <a href="http://www.cdc.gov">www.cdc.gov</a>	Charts Quizzes Walkabout partner activity

**Robbinsville Public Schools**  
**Unit #4: Safety**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will apply first-aid procedures to help them help others minimize injury and save lives.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can I respond in an emergency situation?</li> <li>What are the basic steps of first aid I should follow?</li> <li>How can knowing the basic steps of first aid and CPR help myself, family &amp; community?</li> </ul>
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**Duration of Unit:** 2-3 Classes

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th	2.1.6.D.2, 2.1.6D.4 What is abuse and what do you do if you know someone is getting abused? What is first aid? How do we help our friends and family when they are in danger?	Abuse First Aid Traffic Safety	Integrating Technology Active Learning Group work Partner share	<a href="http://www.redcross.org">www.redcross.org</a> PowerPoints	Essays Small Group work Bell Ringers
7th	2.1.8.D.1, 2.1.8.D.2, 2.1.8.D.4 What are risky behaviors? How do I prevent injuries? What is first aid? How do you treat someone who is seriously hurt?	Basic First Aid: bleeding, burns, fractures, shock and poisoning Risky behaviors Prevention	Diagrams and video from Red cross Active Learning/Role Playing Self assessments Peer Checklist	Material & Videos from Red Cross PowerPoints <a href="http://www.redcross.org">www.redcross.org</a>	Peer Checklist Self-assessments Bell Ringers Quiz

**Robbinsville Public Schools**  
**Unit #5: Social Emotional Health**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will learn what it means to be healthy and how they can continue this with their everyday life.</li> <li>Students will learn and understand how to keep their physical, mental/emotional, and social side of the health triangle balance.</li> <li>Students will learn and understand the relationship between health and wellness</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does eating healthy and exercising help promote a lifelong healthy diet?</li> <li>How can believing in yourself help you become successful in life?</li> <li>How can learning how to communicate effectively help you show your emotions in your life?</li> <li>How can learning how to handle stress help you for your future?</li> </ul>
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Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th	2.1.6.E.1, 2.1.6.E.2 How does keeping your Physical, Social, and Mental health balanced help you in your everyday life? How do I apply conflict resolutions skills appropriately?	Health Triangle Decision Making Skills Conflict Resolution Bullying Communications Skills	Small/Large class discussion Active Learning/Role Playing Google Slides	Powerpoint Chromebooks for research	Health Project Bell Ringers
6th	2.1.6.E.3 Social and emotional development impacts all components of wellness.	Health Triangle Decision Making Skills Communication Skills	Small/Large Discussion Fish Bowl	Health Textbook Internet Resources	Scenario Activities Bell Ringers
7th	2.1.8.E.1, 2.1.8.E.2, 2.1.8.E.4 What are the best strategies to support healthy social and emotional health?	Decision making skills Personal Safety Conflict Resolution Bullying	Active Learning/Role playing Fish bowl Partner Share	PowerPoint	Essays Peer Checklist Bell Ringers
8th	2.1.8.E.2, 2.1.8.E.3 How do families of different cultures cope with crisis and change? How does one demonstrate acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture?	Respect & acceptance for all people Coping Strategies	Cooperative Learning PowerPoint and Integrating Technology Guided Imagery	PowerPoint <a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a>	Scenario Activity Essays Bell Ringers

**Robbinsville Public Schools**  
**Unit #6: Interpersonal Communication**

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
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<ul style="list-style-type: none"> <li>Students will understand the benefits of effective communication on their relationships and resolving conflicts.</li> <li>Students will demonstrate respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, culture and religion.</li> </ul>	<ul style="list-style-type: none"> <li>How can you demonstrate acceptance and respect towards people who are different than yourself?</li> <li>How can effective communication better your social life and wellness?</li> </ul>
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**Duration of Unit:** 1 Class

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
8th	2.2.8.A.1 & 2.2.8.A.2 What can you do to demonstrate acceptance and respect for people that have different opinions than yours? How can being friends with people that come from a different religion or culture help you throughout your life?	Refusal, negotiation and assertiveness skills when responding to peer pressure, disagreement and conflict  Verbal and nonverbal communication strategies	PowerPoint and Integrating Technology Guided Imagery Partner discussions	<a href="http://www.advocatesforyouth.org">www.advocatesforyouth.org</a> Emma Watson Speech for Equal Rights	Small Group Reflection Role Play Scenario cards Bell Ringers

**Robbinsville Public Schools**  
**Unit #7: Decision Making & Goal Setting**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will use effective decision making strategies.</li> <li>Students will apply personal health data and information to support achievement of one's short- and long-term health goals.</li> <li>Students will predict social situations that may require the use of decision-making skills.</li> <li>Students will justify when individual or collaborative decision-making is appropriate.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the 6 steps in decision making?</li> <li>What are my long term and short term goals?</li> <li>How can goal setting affect the future of your life?</li> </ul>
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**Duration of Unit:** 2-3 Classes

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th	2.2.6.B.1, 2.2.6.B2, 2.2.6.B3, 2.2.6.B4 What are effective decision making strategies? What are the six steps and decision making and how can I use them? What are my long and short term goals? How can you use decision making skills while on social media sites?	6 Steps of decision making Values Consequences Long term goals Short term goals Social Media Use	Active Learning/Role playing Class Sharing	Chart on 6 steps of decision making Power point Role play scenarios	Role playing rubric Peer assessment Bell Ringers Choral Response
7th	2.2.8.B.1, 2.2.8.B.2, 2.2.8.B.3 What are successful decision making skills? What goals are appropriate at this age? What decision making skills can you use while on social media?	Decision making skills Collaborative decision making Where to go for help? Goal Setting Social media Use	Class & Partner Share Small group work Fish bowl	6 steps of decision making Role play scenarios	Role playing rubric Peer assessment Bell Ringers 3-2-1

**Robbinsville Public Schools**  
**Unit #8: Character Development**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will identify what it takes to build a successful team or group working towards a common goal</li> <li>Students will define and use acceptance, bullying, discrimination, sportsmanship, support, disrespect &amp; violence in ones vocabulary.</li> <li>Students will define what one's personal core ethical values are and how they can impact others.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What skill are needed to cope with bullying, loss, and depression?</li> <li>What does a responsible friend, girlfriend, boyfriend, family member look like?</li> <li>How does having good character translate to adjusting to difficult situations in healthful ways?</li> </ul>
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**Duration of Unit:** 1-2 Classes

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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6th	2.2.6.C.1, 2.2.6.C.2, 2.2.6.C.3 What are core ethical values? Why is it important to include your peers and those with disabilities? How can social media turn into bullying?	Bullying Social Media Use Values Respect	Large & Small group discussion Partner shares	PowerPoint www.stopbullying.gov	Peer Checklist Self-assessment Essay Bell Ringers
8th	2.2.8.C.1-2.2.8.C.3 Why is it important to be able to work as part of a team? What characteristics are beneficial when working with a team or group of people? What can you do if you are being bullied on social media?	Teamwork & Collaboration towards a common goal Developing & Reinforcing Core Ethical Values Social Media Use	Large & Small group discussion Sharing with a friend PowerPoint and Integrating Technology	PowerPoint Character Cards	Choral Response Self-assessments Open-Ended Questions Bell Ringers

**Robbinsville Public Schools**  
**Unit #9: Advocacy and Services**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will work together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What factors influence a person's personality?</li> <li>How does demonstrating good character correlate to positive self esteem?</li> </ul>
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**Duration of Unit:** 1 Class

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th-8th	2.2.6.D.1, 2.2.6.D.2 Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.	Personality Influences Individuals with Disabilities	Large & Small class discussion Active Learning	Chromebooks for research Partner & Group activities	Class Discussion Open-Ended Questioning

**Robbinsville Public Schools**  
**Unit #10: Health Services and Information**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will understand the different health resources that are out there.</li> <li>Students will compare and contrast situations that require support from a trusted adult or health professional.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do you know when you need to get a trusted adult or health professional involved in your problem or issue?</li> <li>How can you advocate for yourself when talking to a parent or health professional?</li> </ul>
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**Duration of Unit:** 1-2 Classes

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6th	2.2.6.E.1, 2.2.6.E.2 What are effective communication skills to use with family or friends when having a disagreement?	Health Resources Communication Skills	Class Discussion PowerPoint and Integrating Technology	Internet Resources Health Textbook	Open-Ended Questions Reflection
8th	2.2.8.E.1-2.2.8.E.2 Why can talking to a trusted adult or doctor help your future? What should you do if you find yourself unable to treat a health problem?	Advocating for oneself	PowerPoint and Integrating Technology Active Learning/Role Play	<a href="http://www.understood.org">www.understood.org</a>	Self-Advocating techniques 3-2-1

**Robbinsville Public Schools**  
**Unit #11: Medicines**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will learn and understand how to use OTC and prescription drugs in a healthy matter.</li> <li>Students will be able to compare and contrast short and long term effects of prescription and OTC drugs.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Which drug has the biggest impact on your life?</li> <li>How does knowing the difference about OTC and prescription drugs help you in your everyday life?</li> <li>How are drugs different than medicines?</li> </ul>
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**Duration of Unit:** 2-3 Lessons

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th	2.3.6.A.1, 2.3.6.A.2 Comparing and contrasting the difference between OTC and prescription.	OTC Drugs Prescription Drugs Short and Long Term effects	PowerPoint and Integrating Technology Active Learning	Chromebooks for research	Group Reflection Choral Response 3-2-1
7th	2.3.8.A.1, 2.3.8.A.2 What are OTC drugs? What are prescription drugs? What are the dangers of all drugs?	OTC drugs Prescription Drugs	PowerPoint and Integrating Technology Statically share Small group discussions	PowerPoint <a href="http://www.teens.drugabuse.gov/teachers">www.teens.drugabuse.gov/teachers</a>	Group Reflection Peer Assessment

**Robbinsville Public Schools**  
**Unit #12: Alcohol, Tobacco & other Drugs**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will learn about the risk factors of using drugs and alcohol. (This informational lesson examines the dangers of addiction and reasons teens choose to use drugs.)</li> <li>Students learn about different types of drugs and explore reasons teens start experimenting with and continue to use drugs.</li> <li>Students will be reflecting on peer pressure and relating it to future peer pressure situations.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can alcohol, tobacco and other illegal or misused drugs affect my personal Health, now and in the future?</li> <li>How do friends influence my choice to use or not use alcohol, tobacco, prescription, or illegal drugs?</li> <li>What can I do to tell or show others that I am not interested in using illegal drugs?</li> </ul>
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**Duration of Unit:** 2-3 Lessons

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
5th	2.3.6.B.1, 2.3.6.B.2, 2.3.6.B.3, 2.3.6.B.4, 2.3.6.B.5 What knowledge about alcohol, tobacco, and other drugs are needed	Tobacco & Tobacco Products Nicotine Vaping Hookah Stimulant/Depressants	Integrating Technology Small/Large group discussions Active Learning	Articles Pictures on the internet Chromebooks for research	Class Discussion Hand Signals Choral Response

	to support a healthy, active lifestyle? What are some protective factors you can use to stay away from tobacco and secondhand smoke?				
7th	2.3.8.B.1, 2.3.8.B.2, 2.3.8.B.3, 2.3.8.B.4, 2.3.8.B.5, 2.3.8.B.7 What are illegal drugs? What are the dangers of different types of drugs?	Alcohol Nicotine/Vaping Depressant/Stimulants Narcotics Illegal Drugs Inhalents	PowerPoint lead group discussion Statically share Small group discussions	PowerPoint Current Events/articles	Song Group discussion-peer assessment Peer Checklist
8th	2.3.8.B.6 What are some examples of high risk behaviors when one uses alcohol or drugs?	Decision Making & Risk Behaviors while under the influence including; Sexual assault STI/STDs Pregnancy	Small group discussion	PowerPoints <a href="http://www.cdc.gov">www.cdc.gov</a>	Reflection Choral Response Self Checklist

**Robbinsville Public Schools**  
**Unit #13:Dependency, Addiction and Treatment**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to use decision-making skills to enhance health.</li> <li>Students will demonstrate the ability to access information, products, and services to enhance health.</li> <li>Students will determine and list effective strategies to stop using alcohol, tobacco and other drugs, and support the ability to remain drug-free.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What makes addiction a disease?</li> <li>Are there effective treatments for drug addiction?</li> </ul>
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**Duration of Unit:** 2-3 Lessons

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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5th	2.3.6.C.1,2.3.6.C.2,2.3.6.C.3,2.3.6.C.4 What is substance abuse?	Substance Abuse Strategies How to get help Drug free Life	Active Learning Cooperative Learning	Chromebook for research Articles from the internet	Group discussion Choral Response
7th	2.3.8.C.1, 2.3.8.C.2 What is addiction? Describe the difference between addiction and dependency.	Addiction Dependency Where to go for help Rehabilitation	Partner Shares Small group work Large class discussion	PowerPoint Current event articles/articles from the internet	Group discussion Choral Response

**Robbinsville Public Schools**  
**Unit #14: Relationships**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will understand the meaning of healthy and unhealthy relationships and learn strategies to help them achieve lifelong healthy relationships.</li> <li>Students will have a better perception of their relationships in their lives and how to better them with the help of others.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can our family impact our individual growth?</li> <li>How can having healthy relationships support a healthy active lifestyle?</li> <li>Why do the adolescent years tend to hard; physically, socially, &amp; emotionally?</li> </ul>
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**Duration of Unit:** 2-3 Lessons

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
8th	2.4.8.A.1-2.4.8.A.6 How do you know when a relationship is unsafe? Why as a teen do you want to group date? Who can you talk to about unhealthy relationships? What is the difference between love,	Family Dynamics & Changes impact family members Family will impact character development Unhealthy Relationships and effective strategies to end them Safe/Group Dating	Group Discussion Peer Worksheets Think-pair-share activities Open-Ended questions	<a href="http://www.mayoclinic.gov">www.mayoclinic.gov</a> <a href="http://www.cdc.gov">www.cdc.gov</a> PowerPoint <a href="http://www.kidshealth.org">www.kidshealth.org</a>	Family scenarios & Open Ended Questions Choral Response 3-2-1

	commitment, & sexual attraction?				
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**Robbinsville Public Schools**  
**Unit #15: Sexuality**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will understand that one's personal lifestyle habits and genetics influences sexual development and growth patterns.</li> <li>Students will identify how one's sexual behavior can impact their health and others.</li> <li>Student will demonstrate support and understanding in the classroom towards their peers when sensitive topics are begin discussed.</li> <li>Students can identify early detection strategies to help prevent or treat illness or disease.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can you show respect for others of different sexual orientation, culture or sexual preference?</li> <li>How can one's actions regarding sexual behavior impact their health of themselves and others?</li> <li>How can one resist pressures to become sexually active?</li> <li>What are the risks involved with become sexually active and how can it impact my future?</li> <li>What is the difference between male and female growth patterns during puberty?</li> <li>What are the benefits of sexual abstinence and how can that impact your future?</li> </ul>
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**Duration of Unit:** 2-3 Lessons

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
8th	2.4.8.B.1-2.4.8.B.6 What are the benefits to being sexual abstinent? What changes do hormones make on the body? Physically & mentally emotionally? Why does one need to practice self-examines? What type of behaviors will place one a greater risk of HIV/AIDS,	Physical, Social & Emotional Changes during Puberty Respect & support towards all; Gender identity, Sexual Orientation & Cultural stereotyping Responsible actions regarding sexual behavior Early detection strategies & routine self-examines	PowerPoint and Technology Use Cooperative learning	<a href="http://www.cde.gov">www.cde.gov</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a>	Open-Ended Question Group Discussions Reflection Response Card Team review game

	STIs & unintended pregnancy?				
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**Robbinsville Public Schools**  
**Unit #16: Pregnancy & Parenting**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will summarize stages of pregnancy.</li> <li>Students will identify signs and symptoms of pregnancy as well as prenatal practices.</li> <li>Students will predict short term &amp; long-term effects of teen pregnancy.</li> <li>Students can explain physical, social &amp; emotional changes that occur during pregnancy.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the challenges associated with teen pregnancy and how will it change one's future?</li> <li>What is the physiological process of how pregnancy occurs?</li> <li>How is pregnancy &amp; parenting different if one is a adult versus an adolescent?</li> </ul>
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**Duration of Unit:** 2-3 Lessons

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6th	2.4.6.C.1-2.4.6.C.4 List the sequence of fertilization, embryonic growth and fetal development. What are prenatal practices and how do they help the growing baby and mother?	Stages/Sequence of Pregnancy Signs & Symptoms of Pregnancy Challenges of Pregnancy Prenatal Practices	Active & Group Learning Integration of Technology	<a href="http://www.cdc.gov">www.cdc.gov</a> Health Textbook	Bell Ringers Self-Reflection Pen & paper answers
8th	2.4.8.C.1-2.4.8.C.5 What are the challenges associated with teen pregnancy? What are some short-term & long-term effects of teen pregnancy?	Physical, Emotional and Social changes during Pregnancy Impacts of Teen Pregnancy Childbirth and Parenthood	Cooperative Learning PowerPoint and Technology Use	<a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.americanpregnancy.org">www.americanpregnancy.org</a>	Bell Ringers Quiz Open-Ended Questioning

	How can pregnancy change one physically, emotionally & socially?				
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### English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-[www.Duolingo.com](http://www.Duolingo.com)
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-[www.Mobymax.com](http://www.Mobymax.com)
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site [Http://www.wallwisher.com/wall/elltoolbox](http://www.wallwisher.com/wall/elltoolbox)
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

### Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>



- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>